

Name:

Date:

Class:

7th Grade Final Exam
Study Guide
June 2016

This study guide covers all of the material you need to review in preparation of the final exam.

Some of this will be discussed in class, some will be assigned as homework, and some is for your own individual practice and preparation.

The English Final Exam is split into FOUR sections, each worth a different percentage of your grade. The sections are written below, along with the amount each section is worth on the final.

MR. GREEN'S EXAM FORMAT

Section I: Vocabulary (15%)

Section II: Quote Analysis (35%)

Section III: Public Speaking (10%)

Section IV: Persuasive Essay (40%)

Section I: Vocabulary (15 points)

Listed below are all of the vocabulary words we have learned over the course of the year. On the exam, you will need to know the **definition** and be able to **use each word in a sentence**.

On the test, I will give you a word bank with twenty words, and you will choose **seven (7)** of them to define. You will choose **eight (8) different words** and use them in a sentence.

ENGLISH VOCAB WORDS 2015-16

1) Identity	26) Fruitless
2) Self	27) Ascertain
3) Feeble	28) Cordial
4) Opportunist	29) Subdue
5) Ethical	30) Disorderly
6) Dilemma	31) Innate
7) Commemorate	32) Melancholy
8) Anecdote	33) Formidable
9) Marked	34) Elucidate
10) Aloof	35) Testimony
11) Defer	36) Haughty
12) Fester	37) Tedious
13) Disheveled	38) Idle
14) Indifferent	39) Acquit
15) Assimilation	40) Wholeheartedly
16) Insincere	41) Recitation
17) Strident	42) Assiduous
18) Exuberant	43) Credence
19) Integrity	44) Industrious
20) Humility	45) Impudent
21) Right	46) Commence
22) Prejudice	47) Tentative
23) Eccentric	48) Oblige
24) Malevolent	49) Sociable
25) Assuage	50) Indicate

Section II: Public Speaking (10 points)

Directions: For this section on the final, you will be asked to re-read a passage from a speech we have read in class and identify an example of logos, pathos, or ethos. You will need to explain how that example shows logos, pathos, or ethos in a short answer response.

To help prepare you for this section, we will review the definitions of each public speaking skill, then analyze a portion of a speech to determine which of the three is present and why.

PART I: Define logos, pathos, and ethos.

Logos: _____

Pathos: _____

Ethos: _____

Part II: Read through this excerpt from Barack Obama's 2004 speech at the Democratic National Convention and underline or highlight ONE OR TWO SENTENCES that represent logos, pathos, or ethos. You do NOT need

to underline every example in the excerpt. The excerpt is on the next page.

This year, in this election, we are called to reaffirm our values and our commitments, to hold them against a hard reality and see how we are measuring up, to the legacy of our forbearers and the promise of future generations.

And fellow Americans, Democrats, Republicans, independents, I say to you, tonight, we have more work to do...more work to do, for the workers I met in Galesburg, Illinois, who are losing their union jobs at the Maytag plant that's moving to Mexico, and now they're having to compete with their own children for jobs that pay 7 bucks an hour; more to do for the father I met who was losing his job and choking back the tears wondering how he would pay \$4,500 a month for the drugs his son needs without the health benefits that he counted on; more to do for the young woman in East St. Louis, and thousands more like her who have the grades, have the drive, have the will, but doesn't have the money to go to college.

Now, write out how the portion you selected is an example of logos, pathos, or ethos.

Section III: Quote Analysis (35 points)

Instructions for the Quote Analysis Section

On the final exam, you will be given photocopied sections of each text that contain all of the quotes you can analyze on the exam.

You will not need to analyze every quote provided.

Instead, you will choose **FIVE** quotes (out of twelve total) to analyze.

You **MUST** select **at least one from each reading unit** this year:

- Short Stories (“Flowers for Algernon” and “So Much Unfairness of Things”)
- *A Raisin in the Sun*
- *To Kill a Mockingbird*.
- *True Grit*

Given that we have three major reading units, and you are to analyze four quotes from those three units, **you are expected to analyze one quote from each unit, plus one additional quote.** The additional quote can be selected from any of the units.

There will be multiple quotes (2-4) provided for each unit, so you will have some choice in the quotes you analyze for each reading unit.

You will identify and analyze the following for each quote:

1) *Speaker:*

- The person who said the quote (even if it is the narrator)

2) *Context:*

- What is the character talking about?
- What is happening in the story when this character says this?

3) *Significance:*

- Does this quote connect to other events in the story (before or after the quote is said) and/or is it foreshadowing? Explain the connection.
- Does this quote connect to one (or more) of our themes from the text OR one of the themes from the school year? If so, how does it connect?
- Does this quote tell us something about the character that is speaking (including a *contrast and contradiction* or *words of the wiser*)? What does it tell us?

**You can practice analyzing a
few sample quotes on the next page.**

PRACTICE QUESTIONS

“Flowers for Algernon”

1) “Now I know what it means when they say ‘to pull a Charlie Gordon.’ I’m ashamed.” (p. 9 of “7th Grade Reader”)

a. Speaker: _____

b. Context:

c. Significance:

“So Much Unfairness of Things”

2) “He felt the flesh burn into the back of his neck and spread to his cheeks. He swallowed hard. *The translation’s in my desk! ... Oh, Lord! It’s the translation on the top of the stack in my desk ... in my desk!*” (p. 28 of “7th Grade Reader”)

a. Speaker: _____

b. Context:

c. Significance:

A Raisin in the Sun

3) “That’s it. There you have it. Man say to his woman: I got me a dream.
His woman say: Eat your eggs” (33).

a. Speaker: _____

b. Context:

c. Significance:

To Kill a Mockingbird

4) “Yo’ folks might be better’n the Cunninghams but it don’t count for nothin’ the way you’re disgracin’ ‘em” (33).

a. Speaker: _____

b. Context:

c. Significance:

5) "Well, it'd be sort of like shootin' a mockingbird, wouldn't it?" (370)

a. Speaker: _____

b. Context:

c. Significance:

True Grit

6) "I am in debt for that shot, pard" (243).

a) Speaker: _____

b) Context:

c) Significance:

PART IV: PERSUASIVE ESSAY (40 points)

Directions: The final portion of the exam is the essay. You should plan to **set aside about an hour to write your essay**. The question is written below. **This is the question that will be on the exam**. An outline is provided, which you may use on the essay. In fact, it is the **ONLY** tool you may bring with you to the final exam.

QUESTION:

- 1) What do *three* of the characters *stand for* in our literature this year? Please use three characters from three texts in your response. Use *specific evidence* from our texts to support your arguments.
- 2) In your conclusion, explain who took the “greatest stand”---who was most devoted to his/her stance on the issue you described? Briefly explain why.

You must use characters from **three** of the texts we read this year for your body paragraphs:

- “Flowers for Algernon”
- “So Much Unfairness of Things”
- *Call of the Wild*
- *A Raisin in the Sun*
- *To Kill a Mockingbird*
- *True Grit*

Your essay should be five paragraphs long (an introduction, three body paragraphs—one paragraph for each character—and a conclusion).

ESSAY OUTLINE

Using the outline below, please outline your response to this question. Be sure to include **specific examples** to support your ideas.

INTRO PARAGRAPH

LEAD (metaphor, simile, quote, character sketch, bold statement, etc. -- consult the packet you have about effective leads):



CONNECTION BETWEEN LEAD AND THESIS (Why did you start with that lead? How does it connect to your thesis statement?):



THESIS (your argument, in a sentence or two):

BODY PARAGRAPH #1 -- FIRST CHARACTER

Topic Sentence:

● **Evidence #1:**

● **Tell-Me-More Sentence (*explain your evidence*):**

● **Evidence #2:**

● **Tell-Me-More Sentence (*explain your evidence*):**

● **Conclusion Sentence (wrap up this paragraph):**

BODY PARAGRAPH #2 -- SECOND CHARACTER

Topic Sentence:

● **Evidence #1:**

● **Tell-Me-More Sentence (*explain your evidence*):**

● **Evidence #2:**

● **Tell-Me-More Sentence (*explain your evidence*):**

● **Conclusion Sentence (wrap up this paragraph):**

BODY PARAGRAPH #3 -- THIRD CHARACTER

Topic Sentence:

● **Evidence #1:**

● **Tell-Me-More Sentence (*explain your evidence*):**

● **Evidence #2:**

● **Tell-Me-More Sentence (*explain your evidence*):**

● **Conclusion Sentence (wrap up this paragraph):**

Conclusion Paragraph

Conclusion: Explain who took the “greatest stand” in his/her story and why you think so.

7th Grade English Final—Persuasive Essay Rubric

	Excellent	Good	Insufficient	Not Done
You planned your essay in detail before writing.	5	4	3	0
You introduced the essay using a lead, a connection, and a thesis statement	3	2	1	0
You directly addressed what your three characters stand for in their respective stories, both in your thesis and throughout the essay.	8	6	4	0
You used at least two specific examples in each body paragraph and explained <i>how</i> those examples connect to your main ideas.	12	10	8	0
Your conclusion discusses which character took the greatest stand, and why you think so.	4	3	2	0
Your writing is clear and your ideas are understandable.	4	3	2	0
You used complete sentences, and correct grammar and spelling.	4	3	2	0

Total = /40 points

